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TECHNICAL REPORT 2011-4


**2010 CENTER FOR ARMY LEADERSHIP ANNUAL SURVEY OF ARMY LEADERSHIP (CASAL): ARMY CIVILIANS**


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**June 2011**

# The Center for Army Leadership

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This report supplements CAL Technical Report 2011-1, 2010 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Main Findings.

**14. ABSTRACT**
This report supplements the main survey findings in CAL Technical report 2011-1, and explores Army civilian leader attitudes and perceptions on the quality of leadership (overall quality, effectiveness of work performance), climate and situational factors within the working environment (e.g., Job Characteristics Model), and the quality of leader development (superior support for leader development, efficacy of practices, organization training efficacy). Results are augmented with findings from secondary data sources. Findings indicate that the quality of civilian leadership is favorable and appears stable. Civilians are generally effective in demonstrating the Army core leader competencies and attributes. Leadership areas where civilians are rated lowest include: developing their subordinate leaders, building effective teams, creating a positive environment, leading by example, and communication. Civilians show high levels of affective commitment toward the Army, hold high levels of career satisfaction, and moderate to high levels of morale. An area of concern is stress due to high workload that is perceived by civilian leaders. The priority for leader development in organizations is also low and shows a decline. Experience, self development, and institutional education effectively grow civilian leaders, though not equally. Recent graduates of upper level Civilian Education System (CES) courses generally rate the courses as effective, though several aspects of the Foundation Course (FC) are in need of improvement. Organizations show room for improvement in how they utilize or support what is learned in courses.

**15. SUBJECT TERMS**
Leadership; Leader Development; Education; Training; Survey; Civilian; CASAL; CES; Baseline; Recommendations; Army Civilian

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# 2010 CENTER FOR ARMY LEADERSHIP
## ANNUAL SURVEY OF ARMY LEADERSHIP (CASAL):
### ARMY CIVILIAN LEADERS

**PURPOSE**

This report discusses Army civilian findings from the 2010 CASAL, and is meant to serve as a supporting document to the technical report of main findings (Riley, Hatfield, Nicely, Keller-Glaze, & Steele, 2011).  In 2005, the Annual Survey of Army Leadership (CASAL) was established by the Center for Army Leadership (CAL), Combined Arms Center (CAC) to assess and track trends of leader perceptions on leader development, the quality of leadership, and the contribution of leadership to mission accomplishment.  The two most recent administrations (Fall 2009 and Fall 2010) extended this survey to Department of the Army civilians.  For the 2009 CASAL, over 26,000 Army civilians were surveyed, of which 9,414 participated for a response rate of 36%.  For the 2010 CASAL, 18,000 Army civilian leaders were surveyed, of which 5,882 participated for a response rate of 33%.  The sampling error for the level of response in the current year is +/- 1.3% which means that obtained percentages (of perceptions) are accurate to within plus or minus 1.3 percentage points.  Findings for Army civilian leaders are addressed in three key areas:
- Quality of Leadership
- Climate and Situational Factors within the Working Environment
- Quality of Leader Development

**DEMOGRAPHICS**

The sample of Army civilian leaders that responded to the CASAL[1] closely represent the DoD workforce with regard to gender (74% male, 26% female) and ethnic origin (93% not of Hispanic or Latino origin).  Representativeness with regard to race varied slightly, though not to a large degree; Whites (+8.4%), American Indian or Alaska Natives (+2.9%), and Native Hawaiian or other Pacific Islanders (+0.6%) were somewhat over-represented, while Black or African Americans (-3.3%) and Asians (-1.7%) were slightly under-represented.  The reported education level of survey respondents exceeded the levels of the DoD workforce, with 29% holding bachelor degrees (compared to 24% of population) and 37% holding graduate or professional degrees (compared to 12% of population).  Sixty-three percent of civilian leaders (68% of Managers/Senior Supervisors and 59% of First Line Supervisors/Leaders) previously served in the military; nearly one-third (31%) served in the military long enough to be retirement eligible.  The average tenure of civilians in their current organization was just under 10 years (115 months); average time in current position was just over 4 years (49 months); average time in current grade or pay level was about 4.5 years (53 months); and average time reporting to current leader/supervisor was over 2 years (28 months).

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[1] Findings for participants who are union members are not included in these analyses or discussion.

**ANALYTIC NOTES ON SUPERVISORY STATUS CLASSIFICATION**

While current self-reported position was considered in determining civilian cohort group membership, the primary method of group assignment was a multi-step process that examined consistency of responses on survey items. A civilian leader is defined as an Army civilian that holds direct supervisory responsibility for other Army civilians and/or uniformed personnel. For the purposes of this research, civilian leaders are classified as either managers/senior supervisors or first line supervisors/leaders. To be included in one of the supervisory cohorts, civilian respondents had to respond "yes" that they directly supervised subordinates (either civilian or uniformed personnel) and provide the number (greater than zero) of direct reports they supervised. Respondents that also indicated their direct report subordinates were supervisors themselves were classified as managers/senior supervisors, while those that indicated their subordinates were not supervisors were classified as first line supervisors/leaders. As a final determining factor, an item on the survey asked respondents to select a response that best represented their current position. These responses included short definitions of supervisory responsibilities, and were used to classify any remaining respondents not yet classified due to missing data for the other items. The result of this multi-hurdle approach defined a cohort of civilian leaders for which data were included in the analyses discussed in this report.

- Managers/senior supervisors – supervise direct reports who are also supervisors (N = 2,069)
- First line supervisors/leaders – supervise employees/non-supervisors (N = 2,775)

**ORGANIZATION OF RESEARCH FINDINGS**

Findings on the quality of leadership, climate and situational factors within the working environment, and civilian leader development are presented in this report. Results are reported with consideration to Army civilian leader respondents, a cohort determined in the data through the multi-hurdle method described above. For ease of interpretation, item findings are generally presented as percentages of favorable, neutral, and unfavorable civilian leader ratings[2]. Comparisons to attitudes, opinions and ratings of active duty uniformed leaders are made when useful or for confirmation. Statistically significant differences between these groups, where relevant, are referenced in footnotes throughout the report.

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[2] Due to rounding of percentages for the three response options, percentage values for items may not always total 100%.

**MAIN FINDINGS**

- Most Army civilian leaders (86% - 89%) are satisfied with their career working for the Army up to this point. Most civilian leaders report strong levels of challenge-skill balance, work significance, and autonomy. However, far fewer feel informed of decisions that affect their work responsibilities (64% managers/senior supervisors; 56% first line supervisors/leaders).

- Problems with communication between civilian leaders seem to be a recurring theme. Issues are manifested through lack of interpersonal tact (66% effective/ very effective) and lack of feeling informed about work responsibilities (58% agree/strongly agree).

- Civilian leaders report that over 61% of the leaders in their unit or organization are effective. Effectiveness of Army core leader competencies ranged from a low of 55% for *Develops Others* to a high of 76% for *Gets Results*.

- Just over half of civilian leaders (55%) rate their immediate superior effective in the competency *Develops Others*. Less than two-thirds (61%) rate their superior effective at *building effective teams*.

- Civilian leaders tend to view stress from a high workload as *a moderate problem (*55%) or as *a serious problem* (30%); findings that are unchanged over the past year.

- Civilian leaders largely show affective commitment to their work (staying because of enjoyment), whereas uniformed personnel show more continuance commitment (staying because of difficulties associated with leaving the Army).

- Less than half of Army civilian leaders believe that their unit/organization places a *high priority* on leader development and only one-third believe the leader development occurring within their organization had a large positive impact on their development. These are also areas of concern among uniformed leader ratings.

- Operational work experience and self development are perceived to positively prepare civilian leaders for higher levels of leadership and responsibility. Institutional education is viewed favorably in developing civilian leaders, though is less often rated as effective as work experience and self development domains.

- Courses within the Civilian Education System (CES) are generally perceived as effective in developing the leadership skills of Army civilians. The Advanced Course, Intermediate Course, and Basic Course are viewed as effective in improving civilian leadership capabilities and preparing students to influence others and develop the leadership skills of their subordinates. The Foundation Course, which is completed via distributed learning (dL), is less effective in preparing students in these areas.

**Table of Contents**

**1. Quality of Leadership**

**1.1 Perceptions of Leader Quality**

The quality of leadership among Army civilians continues to be strong.  Civilian leaders indicate that 61% of the leaders in their unit or organization are effective leaders (*Median* = 68%).  This finding is consistent with current results from Army uniformed leaders (64%), but shows a slight increase for civilian leaders since 2009 (57%).

Civilians were split into 4 groups (first line supervisors/leaders with no prior military service, first line supervisors/leaders with prior military service, managers/senior supervisors with no prior military service, and managers/senior supervisors with prior military service) in order to closely evaluate perceptions of leader effectiveness.  Results indicated virtually no differences.  In fact, for 4 different comparisons (peer effectiveness, subordinate effectiveness, superior effectiveness, and leaders in unit effectiveness) the largest, but still small difference occurred for first line supervisors/leaders' ratings of peer effectiveness, which was 68.2% overall, and 70.4% from those with no prior military service, compared to 66.7% from those who had prior military service.  This pattern was not replicated for managers/senior supervisors (76.7% overall; 76.7% prior military; 76.4% no prior military), which reinforces the idea that differences in perceptions of leader quality between those with prior military service and those without prior military service are small and not meaningful.

Most Army civilian leaders perceive their subordinates as effective leaders; however, there is a large difference been ratings by managers/senior supervisors (84%) and first line supervisors/leaders (69%; see Figure 1).  This difference is consistent with the 2009 CASAL, and is expected because managers oversee civilians in leadership roles while first line supervisors/leaders oversee non-supervisory employees whom would be less likely to have formal leadership duties.  Civilian leaders generally perceive the leadership abilities of their peers as favorable.  More than three-fourths of managers/senior supervisors (77%) and two-thirds of first line supervisors/leaders (68%) rate them effective or very effective as leaders.  These findings are also consistent with those observed in 2009.

1

**Figure 1. Ratings for Civilian Leader Quality.**
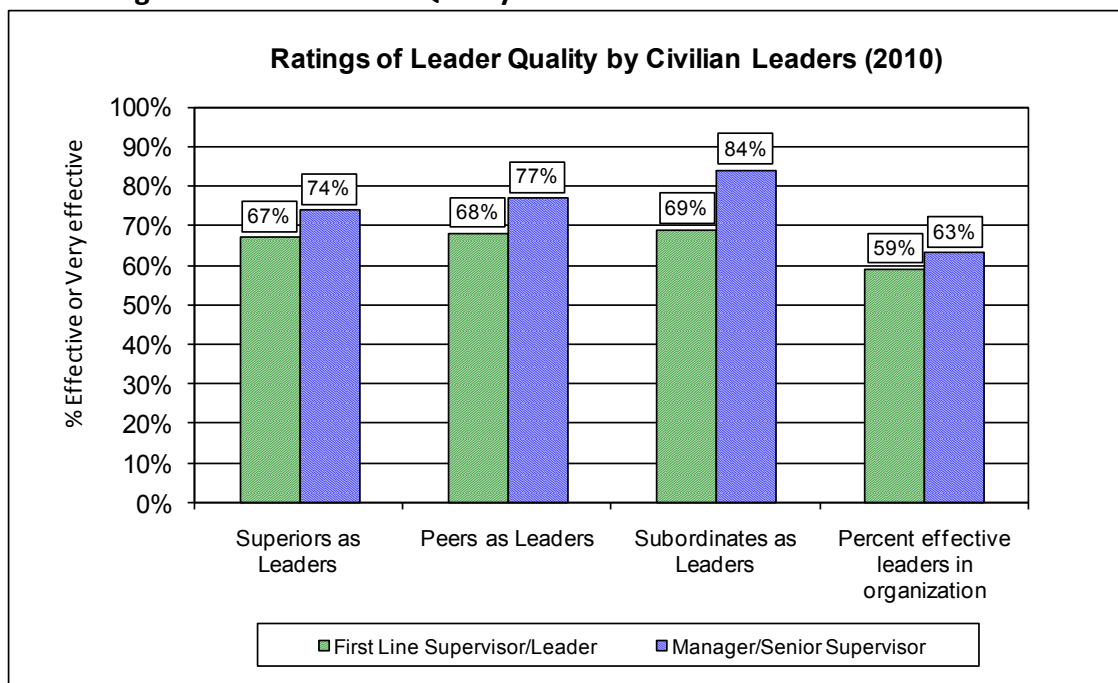


Army civilian leaders also generally rate their superiors as effective leaders (74% managers/senior supervisors; 67% first line supervisors/leaders). These findings are fairly consistent with results of the 2009 CASAL (Riley & Steele, 2010), and are supported by recent findings of the 2010 Armywide Civilian Attitude Survey (Civilian Personnel Evaluation Agency, 2011):

- 77% of supervisors agreed that their immediate supervisor/team leader was "overall doing a good job."
- 78% of supervisors agreed that the workforce has the job-relevant knowledge and skills necessary to accomplish the organizational goals.
- 67% of supervisors indicated that they had a high level of respect for their organization's senior leaders.

These indications of leader quality are also supported by past findings of the 2002 civilian phase of the Army Training and Leader Development Study (ATLDS) that showed that 63% of civilian leaders were rated effective at leading employees to do their job well (CAC, 2003). Overall, the quality of civilian leadership appears to be a stable statistic spanning nearly the last decade.

**1.2 Army Core Leader Competencies and Attributes**

Ratings for Immediate Superiors

Most Army civilian leaders (71%) report directly to a civilian; 29% report to a uniformed leader. Between 55% and 76% of Army civilian leaders rate their civilian superior as effective or very effective across the Army core leader competencies (FM 6-22). The top three competencies that represent strengths of Army civilian leaders and the percent of leaders that rate their immediate superior as effective or very effective are as follows (% effective in 2009):

- *Gets Results* – 76% (75%)
- *Prepares Self* – 74% (71%)
- *Leads Others* – 70% (69%)

The competency with the lowest percentage of effective ratings for civilian leaders is *Develops Others*. Slightly more than half of Army civilian leaders (55%) rate their immediate superior effective in *developing their subordinates* and 22% rate them as ineffective. These findings are similar to those observed in 2009 (52% effective; 22% ineffective), and are supported by recent results of the Army Civilian Attitude Survey, which found that 42% of supervisors were satisfied with the way their supervisor creates or calls attention to leader development opportunities while 24% were dissatisfied (Civilian Personnel Evaluation Agency, 2011). Low ratings for the competency *Develops Others* are a consistent finding in the Army both across years and across cohorts of superiors at all levels. Army civilian leader effectiveness in demonstrating the core leader competencies (as rated by their immediate subordinates) is presented in Figure 2. *Leads by Example*, *Creates a Positive Environment*, and *Develops Others* fail to meet the 2/3 favorability threshold, and show need for improvement. In comparison to findings from the 2009 CASAL, ratings for civilian leaders in demonstrating the core leader competencies in 2010 are slightly more favorable, with *Prepares Self* and *Develops Others* showing the most improvement (see Figure 3).

**Figure 2. Army Civilian Leader Effectiveness on the Core Leader Competencies.**

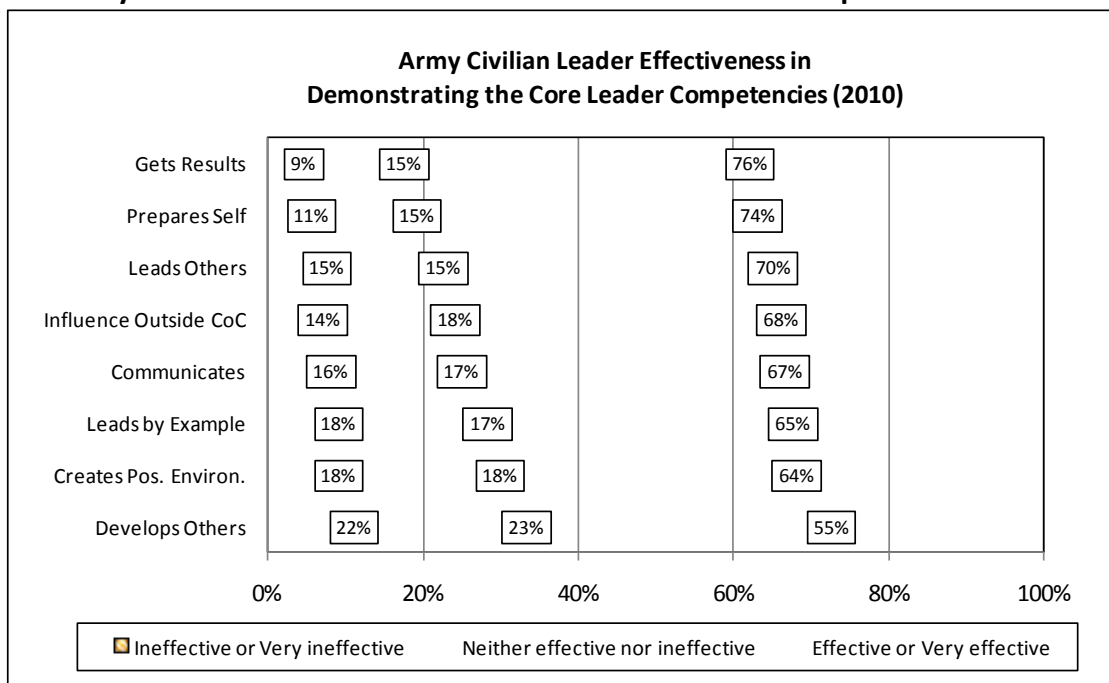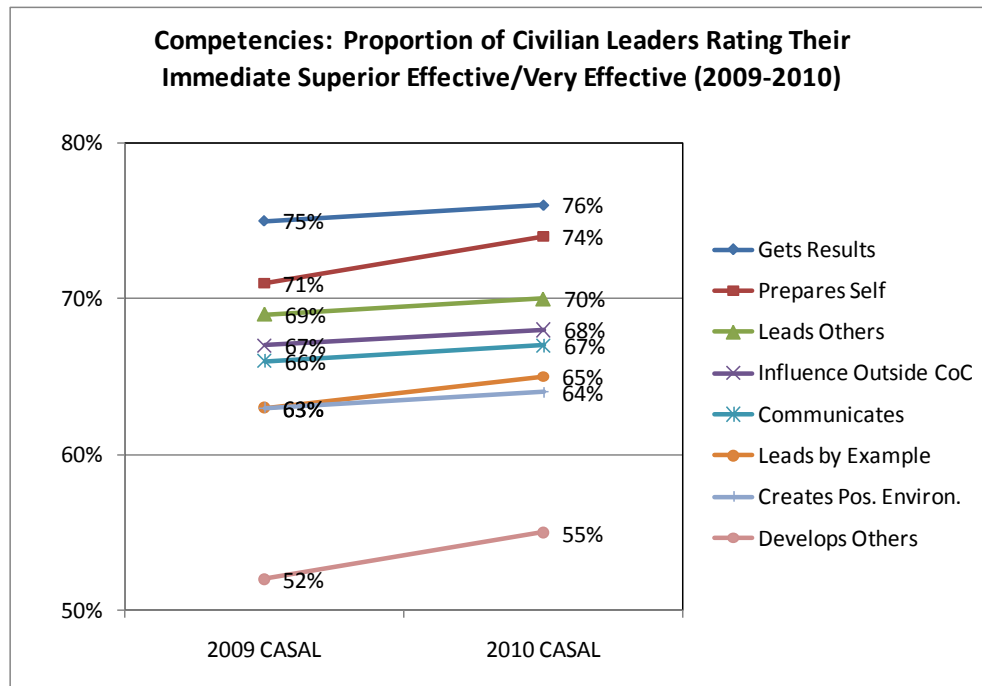**Figure 3. Civilian Leader Effectiveness in Demonstrating the Core Leader Competencies for 2009 and 2010.**



Findings suggest Army civilian leaders and active duty uniformed leaders are rated similarly in effectively demonstrating the core leader competencies (see Figure 4). The cohorts have common strengths (e.g., *Gets Results*, *Prepares Self*, *Leads Others*) and most notably, a common weak area (i.e., *Develops Others*).

**Figure 4. Comparison of Army Civilian and Active Duty Uniformed Leader Effectiveness on the Core Leader Competencies.**

**Comparison of Civilian Leaders and Active Duty Uniformed Leaders on the Core Leader Competencies (% Effective/Very Effective, 2010)**

| Competency | Army Civilian Leaders | Active Duty Uniformed Leaders |
|---|---|---|
| Gets Results | 76% | 78% |
| Prepares Self | 74% | 76% |
| Leads Others | 70% | 72% |
| Influence Outside CoC | 68% | 69% |
| Communicates | 67% | 71% |
| Leads by Example | 65% | 72% |
| Creates Pos. Environ. | 64% | 71% |
| Develops Others | 55% | 61% |
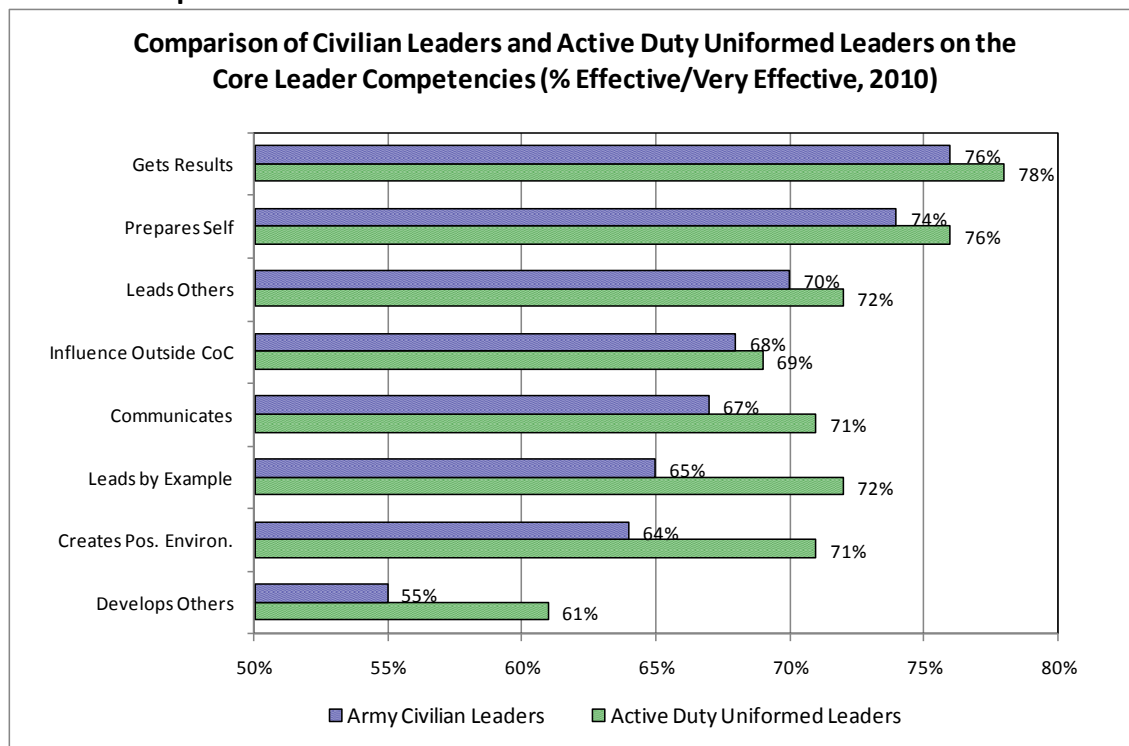
Army civilian leaders are also rated favorably in demonstrating the leader attributes (FM 6-22), though as noted in past years, some attributes are seemingly less relevant to Army civilian leadership than they are to uniformed leaders (e.g., *Warrior Ethos*, *Tactical Knowledge*, *Military Bearing & Physical Fitness*). The top rated attributes that represent strengths of Army civilian leaders and the percent of leaders that rate their immediate superior effective or very effective are as follows (% effective in 2009):

- *Technical Knowledge* – 79% (80%)
- *The Army Values* – 77% (76%)
- *Empathy* – 76% (75%)

The attributes with the lowest percentage of effective ratings for superior civilian leaders are *Interpersonal Tact* (67%) and *Innovation* (69%). These areas are also the lowest for uniformed leaders, as demonstrated in ratings by their immediate subordinate Soldiers (see Figure 7). Army civilian leader effectiveness in demonstrating the leader attributes (as rated by their immediate subordinates) in 2010 is presented in Figure 5. Civilian leader ratings in 2010 are very similar to those observed in 2009 (see Figure 6).

**Figure 5. Army Civilian Leader Effectiveness on the Leader Attributes.**

**Army Civilian Leader Effectiveness in Demonstrating the Leader Attributes (2010)**

| Attribute | Ineffective or Very ineffective | Neither effective nor ineffective | Effective or Very effective |
|---|---|---|---|
| Technical Knowledge | 8% | 13% | 79% |
| The Army Values | 8% | 15% | 77% |
| Empathy | 11% | 13% | 76% |
| Mental Agility | 10% | 15% | 75% |
| Sound Judgment | 10% | 16% | 74% |
| Composure & Resilience | 9% | 18% | 73% |
| Innovation | 12% | 19% | 69% |
| Interpersonal Tact | 16% | 17% | 67% |

0%   20%   40%   60%   80%   100%

■ Ineffective or Very ineffective    Neither effective nor ineffective    Effective or Very effective

**Figure 6. Civilian Leader Effectiveness in Demonstrating the Leader Attributes for 2009 and 2010.**

**Attributes: Proportion of Civilian Leaders Rating Their Immediate Superior Effective/Very Effective (2009-2010)**

| Attribute | 2009 CASAL | 2010 CASAL |
|---|---|---|
| Technical Knowledge | 80% | 79% |
| Army Values | 76% | 77% |
| Empathy | 75% | 76% |
| Mental Agility | 75% | 75% |
| Sound Judgment | 74% | 74% |
| Composure & Resilience | 73% | 73% |
| Innovation | 69% | 69% |
| Interpersonal Tact | 67% | 67% |

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**Figure 7. Comparison of Army Civilian and Active Duty Uniformed Leader Effectiveness on the Core Leader Competencies.**

**Comparison of Civilian Leaders and Active Duty Uniformed Leaders on the Leader Attributes (% Effective/Very Effective, 2010)**

| Attribute | Army Civilian Leaders | Active Duty Uniformed Leaders |
|---|---|---|
| Technical Knowledge | 79% | 82% |
| Army Values | 77% | 83% |
| Empathy | 76% | 78% |
| Mental Agility | 75% | 79% |
| Sound Judgment | 74% | 78% |
| Composure & Resilience | 73% | 79% |
| Innovation | 69% | 73% |
| Interpersonal Tact | 67% | 73% |

■ Army Civilian Leaders    ■ Active Duty Uniformed Leaders

## 1.3 Leader Effectiveness in Other Areas

Army civilian leaders are perceived as effectively demonstrating many aspects of positive leadership behavior. For example, Army civilians rat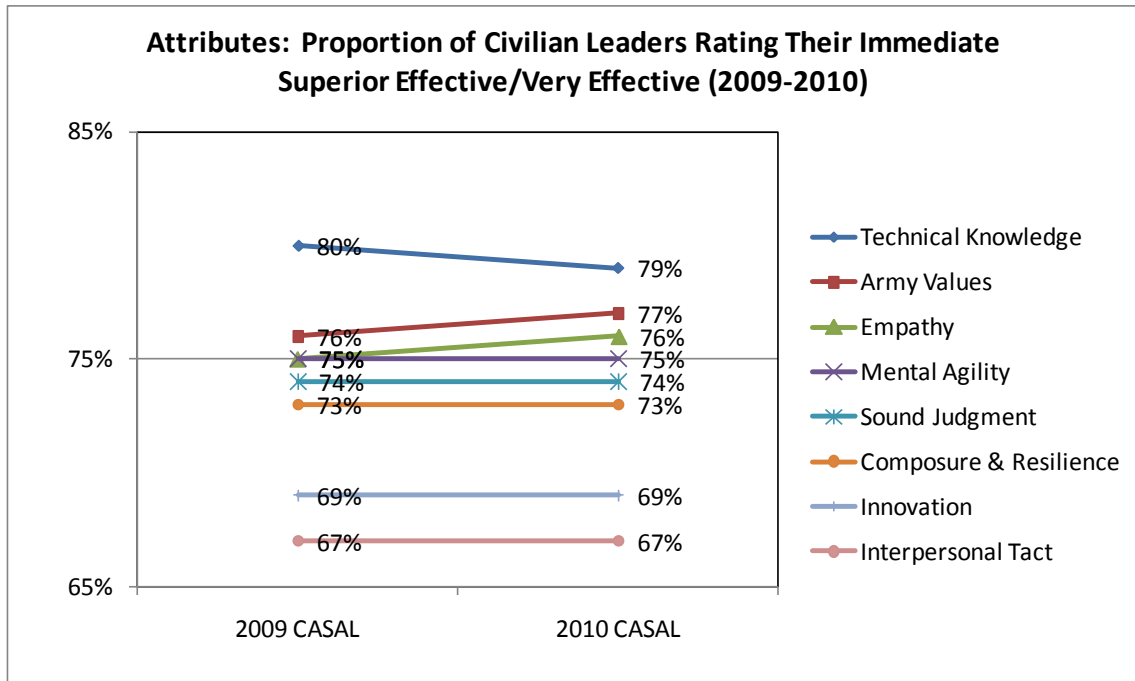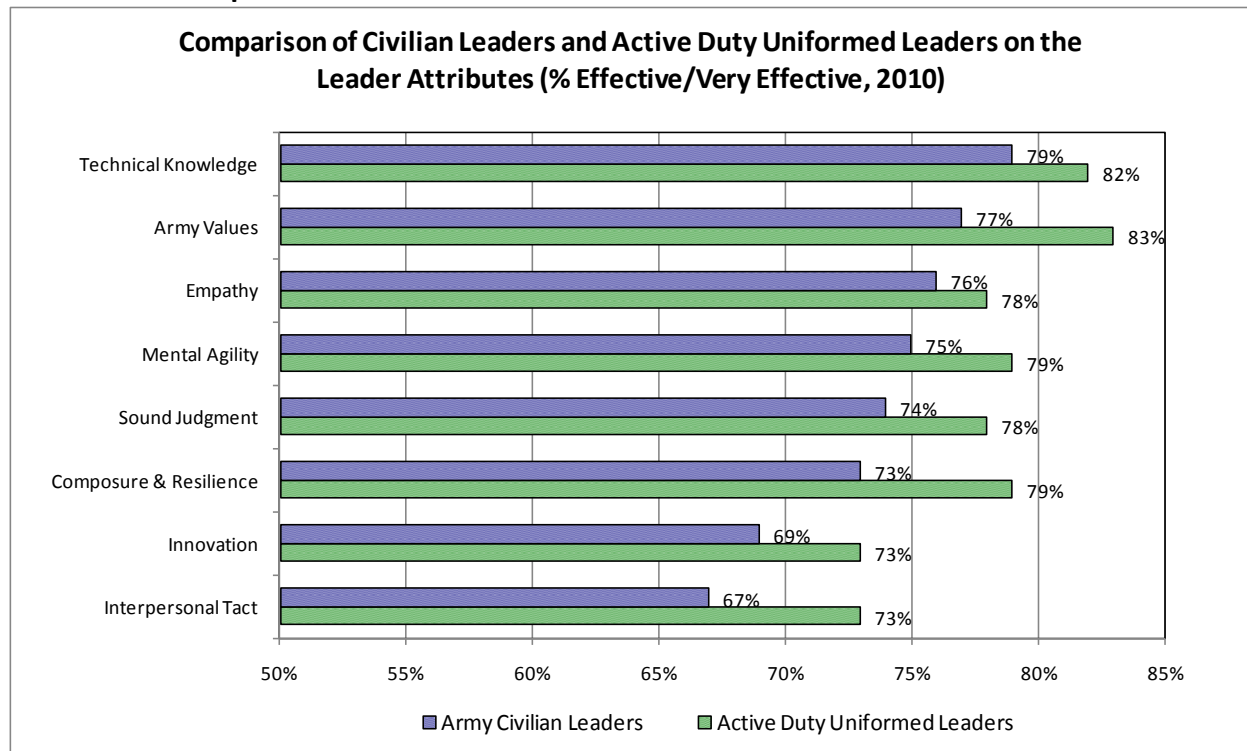e their immediate superiors effective or very effective in the following areas. Percentages reflect those responses that are favorable from the 2010 collection (following the colon) and from 2009, given in parentheses.

- Setting the standard for integrity and character: 73% (75%)
- Demonstrating resilience (i.e., mental strength to endure extreme stress) when faced with adversity: 72% (not asked in 2009)
- Influencing others to accomplish the unit or organizational missions: 69% (70%)
- Dealing with unfamiliar situations: 67% (71%)

*Summary*

CASAL findings and trends indicate there are moderate to high levels of leadership quality among Army civilian leaders.  Results suggest the quality of Army civilian leadership is generally favorable, as nearly three-fourths of civilian leaders rate their superiors, peers and subordinates as effective leaders, and on average, civilians perceive 61% of the leaders in their unit or organization as effective.  As first demonstrated in 2009, Army civilian leaders and uniformed leaders share common leadership strengths and developmental needs.  Civilian leaders are perceived as effective in the competencies *Gets Results*, *Prepares Self*, and *Leads Others*, but show room for improvement in *Develops Others*.  Civilian leaders also positively set the standard for integrity and character and demonstrate resilience when faced with adversity. A common metric for interpreting survey findings is whether ratings for an item meets the threshold of two-thirds favorability (i.e., 67% or more rate an item favorably).  The areas where civilian leaders fall short of this threshold in 2010 are *Develops Others* (55%), builds effective teams (61%), *Creates a Positive Environment* (64%), *Leads by Example* (65%), and balances subordinate needs with mission requirements (66%).

**2.  Climate and Situational Factors within the Working Environment**

**2.1 Working Environment**

A majority of Army civilian leaders (91%) agree that their knowledge, skills and abilities are suited for the challenges of their work, which is a very favorable finding[3].  Only 4% of civilian leaders feel they are not suited for the challenges of their current role.  These findings are supported by other favorable aspects of the civilian working environment as reported in the results of the 2010 Armywide Civilian Attitude Survey (Civilian Personnel Evaluation Agency, 2011):

- 92% of supervisors know how their work relates to the organization's goals and priorities.
- 85% of supervisors agree their work gives them a feeling of personal accomplishment.
- 74% of supervisors believe their talents are used well in the workplace.

Civilian leaders are generally satisfied with the characteristics of their jobs.  Nearly four out of five civilian leaders (79%) are satisfied with the freedom or latitude they have in their job, which is consistent with last year's data (82% satisfied).  Further, 72% of civilian leaders are satisfied with the amount of feedback they receive in their job, both from the work itself and other people.  Again, these findings are consistent with those observed in 2009 (74% satisfied). Findings for 2010 on civilian leader job characteristics are presented in Figure 8.

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[3] Civilian leader agreement (91%) that their knowledge, skills and abilities are suited for the challenges of the work is significantly more favorable than active duty uniformed leader agreement (80%).

<u>One area that shows a significant decline in favorable ratings since 2009 is civilian leader agreement that they feel informed of decisions that affect their work responsibilitie</u>s.  Fewer civilian leaders agree that they feel informed about such decisions in 2010:

- Manager/Senior Supervisor: 64% (79% in 2009)
- First Line Supervisor/Leader: 56% (71% in 2009)

One reason for this significant decline could be related to the potential for furloughs that civilians faced in 2010 compared to 2009 (associated with delays in congressional budget approvals and the associated information flow.

Morale among Army civilian leaders is favorable, but shows room for improvement.  About half of civilian leaders (52% of managers/senior supervisors and 46% of first line supervisors/leaders) report high or very high morale.  Thirty percent of civilian leaders rate their current level of morale as neither high nor low, while 22% report it as low or very low.  Overall, these findings are consistent with current levels of morale among active duty uniformed leaders in the Army (52% high or very high; 28% neither high nor low; 20% low or very low).

**Figure 8. Favorable Ratings of Army Civilian Leader Job Characteristics**



Favorable Levels of Agreement and Satisfaction for the Characteristics of Army Civilian Leader Jobs (2010)
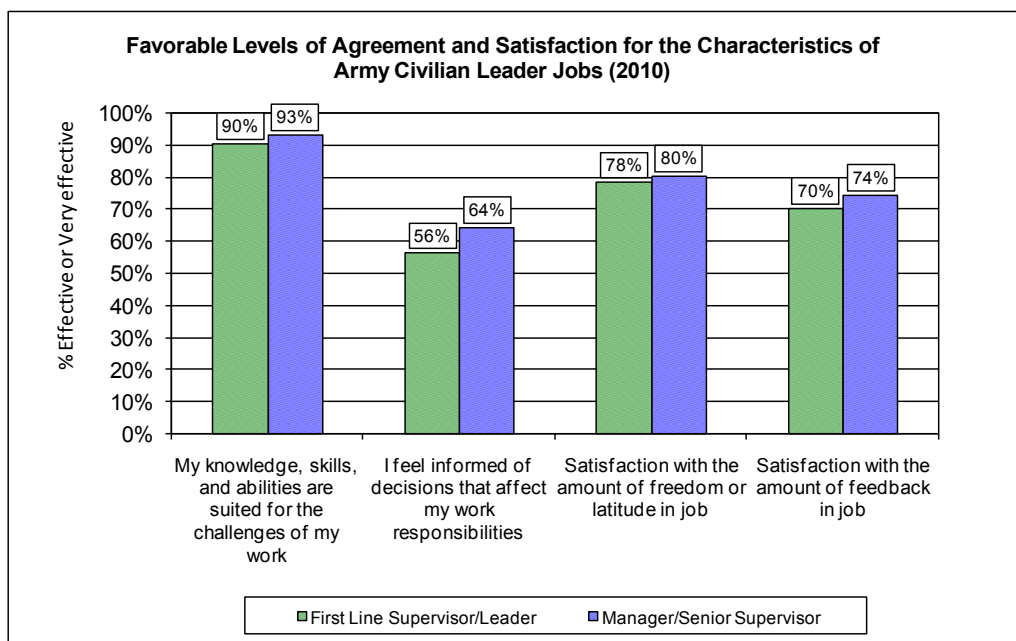
Managers/senior supervisors and first line supervisors/leaders differ in their perceptions of other organization-level aspects of the working environment:

- *My unit/organization encourages the frank or free flow discussion of ideas*
  - 67% of managers/senior supervisors agree
  - 60% of first line supervisors/leaders agree
- *My unit/organization implements the good ideas that are suggested by subordinate leaders*
  - 62% of managers/senior supervisors agree
  - 54% of first line supervisors/leaders agree
- Despite differing levels of agreement, about one in five (21-22%) of both managers/senior supervisors and first line supervisors/leaders indicate disagreement to these statements.

Other indications of a positive working environment show varying levels of favorability for civilian leaders:

- 60% of civilian leaders disagree that <u>in their unit/organization honest mistakes are held against them</u> (23% neither agree nor disagree; 17% agree or strongly agree).
- 35% of civilian leaders disagree that their <u>unit/organization promotes a zero-defect mentality</u> (32% neither agree nor disagree; 34% agree or strongly agree).
- 47% of civilian leaders believe that <u>senior leaders in their unit/organization encourage creative or innovative thought</u> to a slight or moderate extent (43% great or very great extent; 10% not at all).

## 2.2 Interpersonal Trust

CASAL findings indicate civilian leaders hold higher trust in their superiors, and slightly lower trust in peers and subordinates.

- 27% of civilian leaders <u>confide in their *immediate superior* about personal issues that are affecting the civilian leader's work</u> to a great or very great extent (53% slight or moderate extent; 21% not at all).
- 18% of civilian leaders <u>discuss with their *peers* work-related problems or difficulties that could potentially be used against the civilian leader</u> to a great or very great extent (51% slight or moderate extent; 31% not at all).
- 17% of civilian leaders <u>discuss with their *subordinates* how the civilian leaders honestly feel about their work, even negative feelings and frustration</u> to a great or very great extent (56% slight or moderate extent; 27% not at all).

In comparison to Army uniformed leaders, civilian leaders show the highest trust in their superiors and subordinates, but the lowest trust in their peers[4]. As noted in the 2009 findings, civilian leaders may hold a competitive position among peers, even more so than is observed among uniformed leaders. Notably, these measures of civilian leader trust focus on the disclosure aspect of trust. Gillespie (2003) showed that trust can be conceptualized as both reliance and disclosure.

As an indication of the reliance aspect of trust, CASAL findings indicate about two-thirds of civilian leaders (67% managers/senior supervisors and 64% first line supervisors/leaders) agree or strongly agree that they trust their immediate superior to handle issues important to their professional well-being. Nearly one-fifth of civilian leaders (19%) disagree, indicating they do not trust their immediate superior in this regard, while 16% neither agree nor disagree. Slightly higher levels of trust in immediate superiors were found in the 2010 Army Civilian Attitude Survey; 73% of civilian supervisors agreed with the statement "I have trust and confidence in my supervisor" while 13% indicated disagreement (Civilian Personnel Evaluation Agency, 2011).

## 2.3 Workload and Stress

About 30% of Army civilian leaders indicate that stress from a high workload is a serious problem. More than half of civilian leaders (55%) indicate that stress is a moderate problem, while 15% indicate it is not a problem at all. These findings are nearly identical to those observed in the 2009 CASAL, which suggests perceptions have not changed over the past year. Notably, active duty uniformed leaders less often indicate stress from a high workload is a serious problem[5].

Fifty-one percent of managers/senior supervisors and 48% of first line supervisors/leaders agree that seeking help for stress-related problems (not limited to seeking help just at work) is accepted and encouraged in their unit or organization. Nearly one in five civilian leaders (18%) disagree that seeking help for stress-related problems is accepted and encouraged, while one-third (33%) neither agree nor disagree. These findings also show no noticeable change since 2009, though again, results of civilian leaders differ from perceptions of active duty uniformed leaders[6].

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[4] The percentage of civilian leaders whom discuss with their peers work-related problems or difficulties that could potentially be used against them (18% great/very great extent) differs significantly from active duty uniformed leaders (32% great/very great extent).

[5] Using a scale of 1 to 7, where 7 indicates 'A serious problem,' civilian leaders (M = 4.51) differ significantly from active duty uniformed leaders (M = 3.73) in ratings for the severity of the problem of stress from high workload.

[6] Active duty uniformed leader agreement (59%) to the statement 'seeking help for stress-related problems (not limited to seeking help just at work) is accepted and encouraged in my unit or organization' is significantly more favorable than civilian leader agreement (50%).

The experience of stress by civilian leaders is related to important outcomes, as evidenced by the strong negative and significant relationships with other variables. The strength of the relationship is assessed through correlation values, which can range from -1.0 for a perfect negative relationship, to 0.0 indicating no relationship, to 1.0 for a perfect positive relationship; correlation values greater than +/- .30 are considered moderate to strong. Civilian leader perceptions that stress from high workload is a serious problem is negatively related to current level of morale ($r$ = -.33) and satisfaction with one's career working for the Army thus far ($r$ = -.18). Said differently, civilian leaders who perceive stress from high workload to be a serious problem operate with lower levels of morale and have less career satisfaction.

**Ethical Leadership & Negative Leadership**

Findings indicate Army civilian leaders generally perceive their immediate superiors and others they work with to demonstrate positive ethical behavior. Nearly three-fourths of civilian leaders (73%) agree the Army leaders they interact with model good ethical behavior, while 10% disagree. Further, civilian leaders rate their civilian immediate superiors as effective or very effective in demonstrating several leadership behaviors related to positive ethical leadership:

- 79% agree that their immediate superior enforces ethical standards (13% neither agree nor disagree; 8% disagree).
- 73% rate their immediate superior effective or very effective in setting the standard for integrity and character (13% neither effective nor ineffective; 14% ineffective).

Army civilian leaders are perceived as engaging in overt ethical behaviors to a lesser extent, such as being transparent in their decision making process and conducting AARs following situations where ethical issues arise[7]:

- 63% of civilian leaders agree their immediate superior is transparent in his/her decision making process when ethical dilemmas arise (20% neither agree nor disagree; 17% disagree).
- 53% of civilian leaders agree their immediate superior has conducted an after action review following a situation where an ethical issue arose (25% neither agree nor disagree; 22% disagree).

Ratings by subordinates indicate that some Army leaders:

- are perceived as not putting unit or organizational needs ahead of their own (11%)[8]
- are seen as "a real jerk" sometimes, often, or definitely (10%)[9]
- do things and behave in a way that is positive for the organization and themselves, but negative for subordinates (19%)
- do things and behave in a way that is negative for the organization, themselves, and subordinates (6%)

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[7] Despite the relatively high level of disagreement to these items, it should be noted that the absence of these overt ethical behaviors does not equate to unethical leadership behavior.
[8] 22% of uniformed leaders believe there superior puts their own needs ahead of their unit.
[9] 25% of uniformed leaders report seeing their superior as "a real jerk".

Another indication of a negative leadership climate is that 17% of civilian leaders believe their unit or organization holds honest mistakes against them (60% disagree).  As previously stated, 34% of civilian leaders and 30% of uniformed leaders agreed that their unit has a zero-defect mentality.

Eighty percent of civilian leaders report that they have observed one or more leaders demonstrate negative leadership behaviors (e.g., over-controlling, narcissistic, self-promoting) in the past year, and 13% have observed five or more of these negative types of leaders.
On a scale of one to seven, where seven is a serious problem and one is not a problem at all, 16% of civilian leaders rate these types of behaviors as a 1 or 2, which indicates few see this as not much of a problem at all; however, 34% rate these behaviors as a 6 or 7, indicating that many perceive this as a serious problem.  This is not to say that there are not good leaders or even outstanding leaders as well.  While 80% of civilian leaders indicate they directly observed a leader demonstrate toxic leadership behavior in the last year, 95% report observing a leader demonstrate exceptional leadership behavior.

## 2.5 Career Satisfaction, Commitment and Goals

Current levels of career satisfaction and commitment among Army civilian leaders are high.  A large percentage of Army civilian leaders are satisfied or very satisfied with their career working for the Army up to this point[10], and show only slight fluctuation from percentages observed in 2009:
- Managers/senior supervisors: 89% (91% in 2009)
- First line supervisors/leaders: 86% (86% in 2009)
- No more than 6% of civilian leaders in either cohort indicate dissatisfaction with their career thus far (2009 and 2010).
- CASAL findings are slightly more positive than recent results of the Army Civilian Attitude Survey, which found that 83% of supervisors indicated satisfaction with their job in general; in 2006, this survey found that 78% of supervisors were satisfied (Civilian Personnel Evaluation Agency, 2006, 2011).
- As the sample that completed these surveys consists of only current civilian employees, a positive bias is expected in these results.  Civilians who are the most dissatisfied with their careers in the Army have likely quit.

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[10] Civilian leader career satisfaction (87% satisfied/very satisfied) is significantly more favorable than active duty uniformed leader career satisfaction (79% satisfied/very satisfied).

Commitment of Army civilian leaders is also high, as most civilian leaders (95%) feel committed to their team or immediate work group because of a sense of personal loyalty, a finding that shows a slight increase in favorable ratings over the past year (91% agree in 2009). Further, 79% of civilian leaders agree that they feel vested in problems affecting their team or immediate work group even if they do not directly affect them[11], also showing a slight increase over the past year (77% in 2009). These findings demonstrate strong affective commitment among civilian leaders, in that they hold an emotional attachment to the Army, and identify with and enjoy the work that they do. Maintaining this attachment between civilian leaders and their organization is important to the Army, as affective commitment is significantly related to job performance, absence, lateness and turnover (Mathieu & Zajac, 1990).

CASAL findings also provide indications of commitment related to the career goals and plans of civilian leaders:
- 32% of managers/senior supervisors and 26% of first line supervisors/leaders are currently eligible for retirement from the Federal System.
- 38% of civilian leaders aspire to advance to a higher level of leadership responsibility; 15% aspire to obtain a higher pay grade and 23% strive to become a leading expert in their specialty.
- One-third of civilian leaders (33%) are satisfied to stay at their current level.
- 50% of civilian leaders agree they have invested too many years in the Army to leave now (21% neither agree nor disagree; 29% disagree or strongly disagree).
- 45% of civilian leaders agree they are committed to the Army because too much in their life would be disrupted if they decided they wanted to leave right now (22% neither agree nor disagree; 33% disagree)

Attitudes of civilian leaders and active duty uniformed leaders on career related items are similar in several ways (see Figure 9). Figure 10 shows that a larger percentage of civilian leaders (38%) indicate that their primary career goal is to attain a higher level of leadership responsibility compared to uniformed leaders (31%), though the largest discrepancy between these cohorts with regard to career goals is with the percentage whom most aspire to attain a higher pay grade (civilian leader- 15%; uniformed leader- 25%).

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[11] Civilian leader agreement (79%) to the statement 'I feel vested with problems affecting my squad, team or immediate work group (even if they don't directly affect me)' is significantly more favorable than active duty uniformed leader agreement (62%).

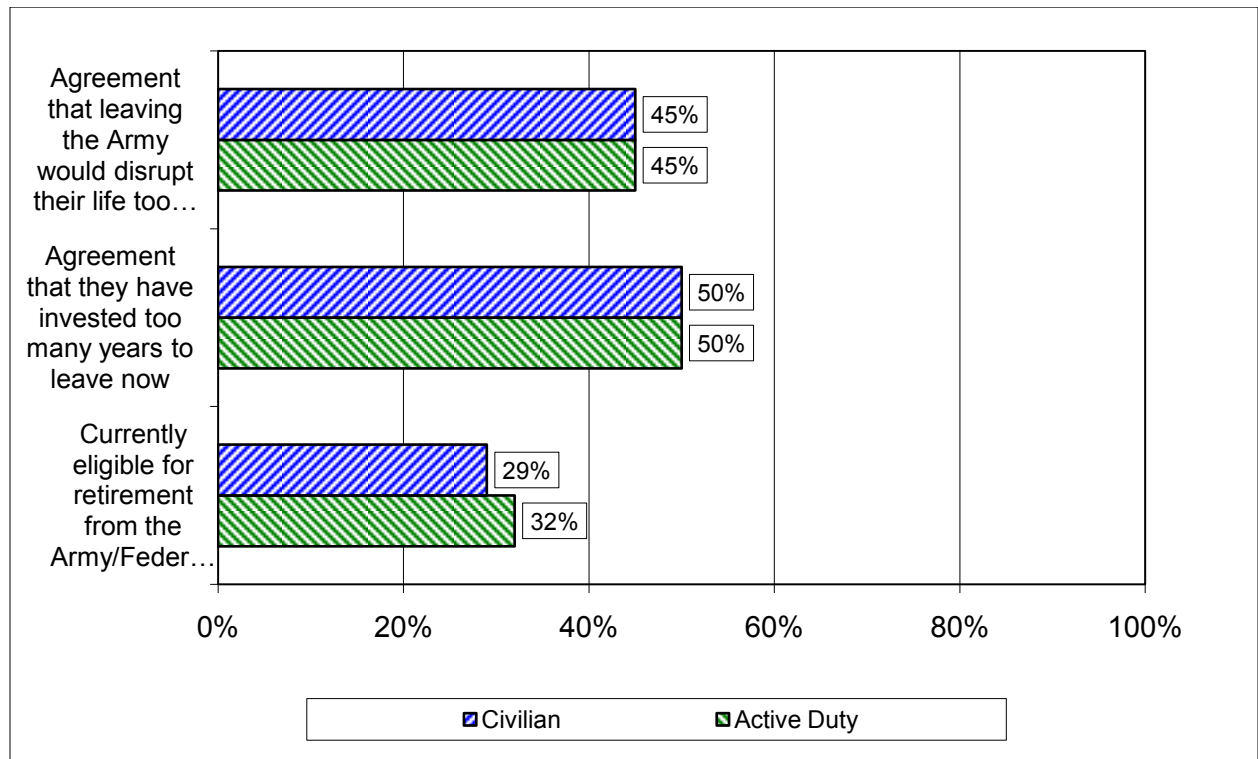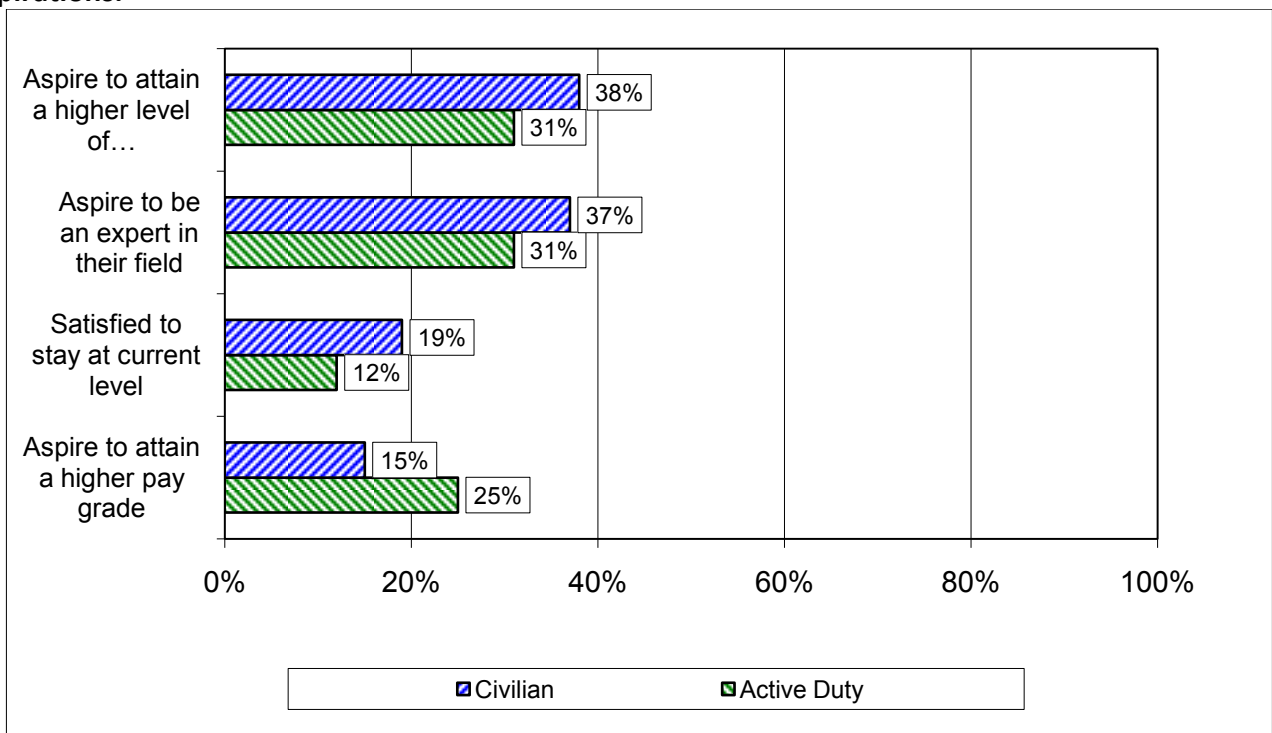**Figure 9. Army Civilian and Active Duty Uniformed Leader Comparisons on Career Related Items.**



**Figure 10. Army Civilian and Active Duty Uniformed Leader Comparisons on Career Aspirations.**

*Summary*

Civilian leaders perceive balance between their knowledge, skills and abilities and the challenges of the work they perform. To a large extent, civilian leaders are satisfied with the freedom or latitude that they have in their jobs and with the amount of feedback that they receive. Civilian leaders report higher trust in superiors then they do in subordinates or peers.

Civilian leaders report that their immediate superiors and other leaders within their organization demonstrate positive ethical leadership behavior. The working environment is generally supportive of civilian leaders, as most disagree that honest mistakes are held against them, agree that the frank or free flow discussion of ideas is encouraged, and agree that the organization implements good ideas suggested by subordinate leaders. Civilian leaders show high levels of affective commitment toward the Army, hold high levels of career satisfaction, and moderate to high levels of morale, consistent with morale levels in the broader Army (i.e., uniformed leaders). However, stress from a high workload continues to be perceived as a moderate to serious problem for civilian leaders, and this perception is negatively related to both civilian leader morale and career satisfaction. Further, the degree to which civilian leaders feel informed of decisions that affect their work responsibilities shows a downturn in the current year, suggesting information flow within Army organizations is an area with room for improvement.

## 3. Quality of Leader Development

## 3.1 Support for Leader Development

Army leadership can be developed using various development techniques and PME practices (FM 6-22). The data show that Army civilian leaders believe in the developmental nature of leadership. Specifically, less than one in seven Army civilian leaders (14%) believe that a person is born with most of their leadership ability (and that training is unlikely to change that). This finding is positive, as it indicates that most civilian leaders believe that their leadership abilities and skills can be developed and improved. Such a belief is important because pre-training attitudes affect what is learned, and ultimately, what is transferred back to the job (Blume, Ford, Baldwin, & Huang, 2010). Compared to civilians, a larger percentage of uniformed leaders (21%) believe that a person's leadership ability is innate, and that training is unlikely to bring about change.

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Less than half of Army civilian leaders (45%) report that their unit or organization places a high or very high priority on leader development. Twenty-three percent of civilian leaders indicate leader development is treated as a low or very low priority. These findings show a downward trend when compared to results of the 2009 CASAL (51% high or very high; 20% low or very low). A decline in the emphasis or priority for leader development at the unit/organization level is also observed in ratings by uniformed leaders in 2010, suggesting this downturn exists across the Army and is not isolated to specific cohorts or organizations. Other findings on unit leader development support these results:

- Less than half of Army civilian leaders (46%) agree that they have sufficient time to carry out the duties and responsibilities for developing their subordinates[12]. This finding also shows a decline from 2009 (50% agreement).
- One-third of Army civilian leaders (34%) rate the leader development from within their organization as having a large or great impact on their development; 32% rate it as having a moderate impact and 35% rate it as having a small, very little or no impact.
- Results of the Army Training and Leader Development Study (ATLDP) found that one in four senior leaders (GO and SES level) perceived that supervisors and managers resist supporting leader development, and 45% indicated that nothing was being done to overcome barriers to leader development in their organizations (CAC, 2003).

On a favorable note, a larger percentage of Army civilian leaders (27%) are now indicating leaders in their unit or organization develop the leadership skills of their subordinates to a great or very great extent than in 2009 (22%). Likewise, fewer civilian leaders in the current year indicate subordinates are being developed "not at all" (9% in 2010; 12% in 2009).
Findings from the 2010 Army Civilian Attitude Survey provide additional perspective on subordinate development (Civilian Personnel Evaluation Agency, 2011):

- 71% of supervisors agree discussions with their supervisor/team leader about performance are worthwhile (15% neither agree nor disagree; 14% disagree).
- However, only 58% of supervisors agree the Army invests adequate resources for training and developing its civilian work force, and 61% agree they are given a real opportunity to improve their skills in their organization.
- Only 44% of supervisors are satisfied with the quality of available leader development training, and another 44% are satisfied with the availability of opportunities to expand the range of their skills.

Thus, despite the low level of emphasis for leader development within the organization and the perceived lack of time for subordinate development, Army civilian leaders do perceive leader development to be occurring between superiors and subordinates in their organization. However, perceptions about broader organization or Army-level support for civilian leader development indicate there is room for improvement for how development is prioritized and supported.

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[12] Active duty uniformed leader agreement (57%) to the statement 'I have sufficient time to carry out the duties and responsibilities for developing subordinates' is significantly more favorable than civilian leader agreement (46%).

## 3.2 Preparing Army Civilian Leaders

Army doctrine describes leader development as, "deliberate, continuous, and progressive, spanning a leader's entire career; [that] is comprised of training and education gained in schools, the learning and experiences gained while assigned to organizations, and the individual's own self development" (FM 7-0, p. 2-6). The Army develops competent and confident leaders through three mutually supporting training domains: *institutional education*, *operational experience*, and *self development*.

A majority of Army civilian leaders perceive current leader development domains to be effective, though the perceived effectiveness of each domain varies, as was first observed in 2009 CASAL findings (Riley & Steele, 2010). 2010 results for the three domains of development for civilian leaders are presented in Figure 11.

**Figure 11. The Perceived Effectiveness of Three Domains of Leader Development for Preparing Civilian Leaders.**
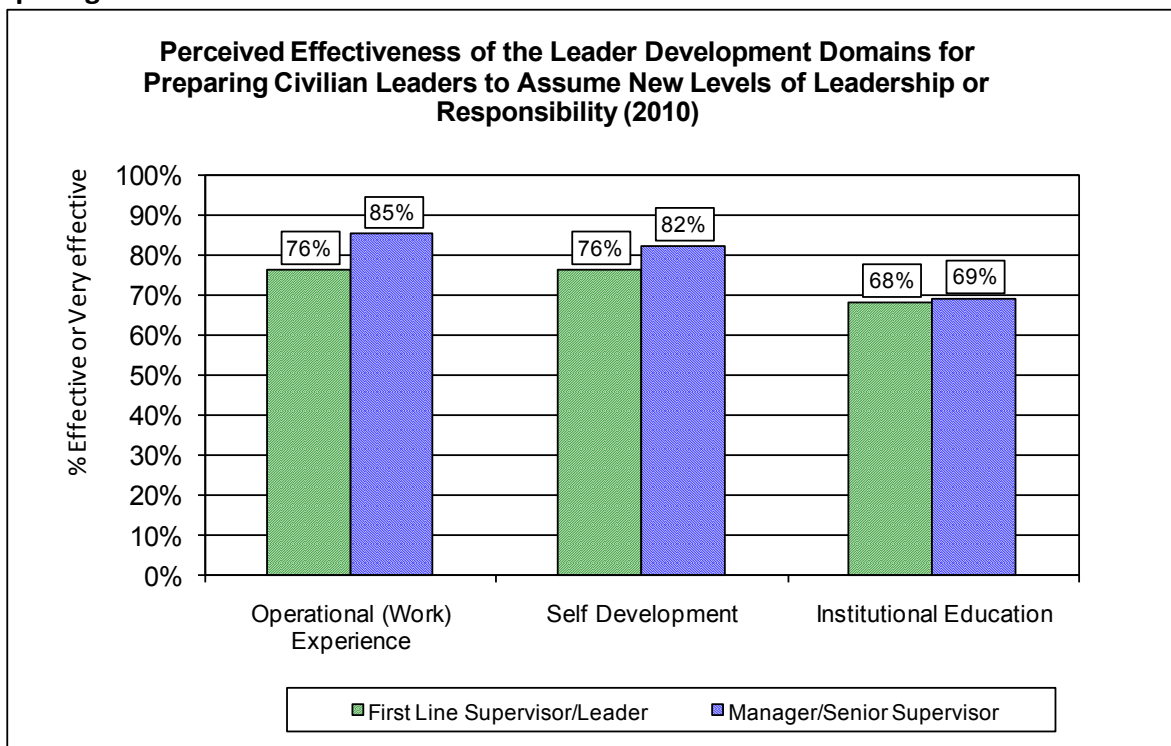


Specific perceptions of civilian leaders on the effectiveness of these three training domains are discussed in greater detail in the following sections.

### 3.2.1 Operational (Work) Experience

Four out of five Army civilian leaders (80%) believe that their operational experience (work experience) has been effective or very effective in preparing them to assume new levels of leadership or responsibility.  Only 6% believe that their work experience has been ineffective.  These findings are very positive despite a slight decline in favorability observed over the past year (2009:  85% effective; 4% ineffective).

Additionally, more than three-fourths of Army civilian leaders (78%) are satisfied or very satisfied with the variety of experiences provided by the Army, while only 7% indicate dissatisfaction.  Work experience is viewed as a strong method of development by civilian leaders, as 72% indicate duty assignments/on-the-job training has had a large or great positive impact on their development, and 19% believe it has had a moderate impact.

### 3.2.2 Self Development

Seventy-nine percent of Army civilian leaders believe that self development has been effective or very effective in preparing them to assume new levels of leadership or responsibility.  Only 3% believe that their self development has been ineffective.  These findings are positive and show slight improvement over the past year (2009:  75% effective; 4% ineffective).  Self development is also viewed as a strong method of development by civilian leaders, as 55% indicate it has had a large or great positive impact on their development.

A larger percentage of managers/senior supervisors (73%) agree that they know specifically what they need to do to develop as a leader than do first line supervisors/leaders (61%); however, as a cohort, civilian leader agreement lags behind active duty uniformed leaders[13]. Overall, 13% of Army civilian leaders disagree that they know specifically what they need to do to develop their leadership skills.  Results of the 2010 Army Civilian Attitude Survey indicated that 71% of supervisors agreed that they knew what developmental experiences they needed to advance their career with the Army and 73% agreed that they knew what training they needed to advance their career with the Army (Civilian Personnel Evaluation Agency, 2011).

Belief in organizational support for civilian self development continues to be weak.  Sixty percent of Army civilian leaders agree their organization expects them to participate in self development other than mandatory training (57% in 2009).  Less than half of civilian leaders (44%) agree that their organization makes time available for self development (43% in 2009).

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[13] Active duty uniformed leader agreement (73%) to the statement 'I know specifically what I need to do to develop as a leader' is significantly greater than civilian leader agreement (66%). Notably, at the manager/senior supervisor level, agreement does not differ from active duty leaders (73%).

### 3.2.3 Institutional Education

Of the civilian leaders who have attended a formal Army course in their career, about two-thirds (68%) believe that Army institutional courses/schools have been effective or very effective in preparing them to assume new levels of leadership or responsibility. Nine percent believe courses/schools have been ineffective, and nearly one-fourth (23%) rate them as neither effective nor ineffective. These perceptions by Army civilian leaders show no change from the 2009 CASAL, though findings are notably more favorable than active duty uniformed leaders in 2010 (58% effective; 20% ineffective)[14].

Seventy-nine percent of civilian leaders agree attendance at institutional training courses is beneficial to them in ways beyond just meeting educational requirements (15% neither agree nor disagree; 6% disagree)[15]. However, civilian leader perceptions about other aspects of course attendance tend to vary:

- 57% of civilian leaders believe instruction from Army institutional education has provided a foundation that helps them get more learning out of everyday experiences such as garrison and deployment operations (29% neither agree nor disagree; 14% disagree).
- 62% of civilian leaders believe their superiors would support attendance at an institutional course/school if the opportunity required them to miss a key unit or organizational event (20% neither agree nor disagree; 18% disagree)[16].

While these findings are not cause for alarm, the percentages of favorable ratings in these areas fall below the two-thirds threshold, and therefore show room for improvement.

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[14] Civilian leader perceptions (68% favorable) of the effectiveness of institutional courses/schools in preparing them to assume new levels of leadership or responsibility are significantly more favorable than active duty uniformed leader perceptions (58% favorable).

[15] Civilian leader agreement (79%) to the statement 'attendance at Army institutional courses is beneficial to me in ways beyond just meeting educational requirements' is significantly more favorable than active duty uniformed leader agreement (71%).

[16] Civilian leader agreement (62%) to the statement 'my superiors would support my attendance at an institutional course/school if the opportunity required that I miss a key unit or organizational event' is significantly more favorable than active duty uniformed leader agreement (49%).

Of all Army civilian leaders, just over half (56%) believe that they have been provided sufficient opportunity to attend Army institutional courses/schools to develop their leadership skills. Nearly one-fourth of civilian leaders do not believe that they have been provided sufficient opportunity to attend courses, including 26% of first line supervisors/leaders and 20% of managers/senior supervisors. About one-half of the 56% of civilian leaders that believe they have had sufficient opportunity to attend courses also believe their course/school attendance contributed a great/very great extent to their:

- Ability to carry out the leadership responsibilities of their current role (53%)
- Overall development as a leader (53%)
- Promotions and career progression (46%)

Of the civilian leaders who do not agree they have had sufficient opportunities to attend courses/schools (about 44%), the following percentages of leaders believe missed opportunities for course attendance have had a large or great negative impact on these areas:

- Promotions and career progression (27%)
- Overall development as a leader (22%)
- Ability to carry out the leadership responsibilities of their current role (12%)

These findings indicate that while most civilian leaders value attendance at courses and schools, missed opportunities for course attendance are not viewed by many to be a large detriment to their leadership abilities (12%).

Sixty percent of civilian leaders who do not agree they have had sufficient opportunities to attend courses/schools report that non-attendance had a small, very little or negligible impact on their leadership abilities. On the other hand, only 48% of civilian leaders indicate course non-attendance has had a small, very little or negligible negative impact on their promotions and career progression, indicating that for some civilians, course attendance is seen as a gate for promotion or advancement.

**3.3 Civilian Education System (CES)**

Recent graduates of Civilian Education System (CES) courses generally rate their educational experiences positively. Course ratings by recent graduates (2006-2010) of the Advanced Course (AC), Intermediate Course (IC) and Basic Course (BC) tend to show similar response patterns and indicate that the leader development aspects of these courses are quite favorable. These courses are conducted through blended learning, a combination of distributed learning (dL) and resident instruction. Ratings for the Foundation Course (FC), which is completed only via non-resident dL, are the least favorable (of these courses) for preparing students for leadership. The following sections include discussion of various aspects of the courses, including perceptions of the course experience, the quality of the instruction provided, the effectiveness of courses in preparing students for key outcomes, and the relevance and transferability of the knowledge and skills to graduates' jobs.

## 3.3.1 Course Ratings

As expected and previously noted, ratings for the Basic Course, Intermediate Course, and Advanced Course are more favorable than for the Foundation Course.  As demonstrated in Figure 12, these courses are generally seen as effective in delivering quality leader development to students, engaging students, and increasing student awareness of their strengths and developmental needs.  Notably, ratings by recent graduates do not indicate the content of courses is out-of-date with the current operating environment, nor are there deficiencies with the technology resources available at the courses.

**Figure 12. Course Ratings by Recent Graduates of Civilian Education System (CES) Courses.**



Course-Level Ratings by Recent Graduates of the Army Civilian Education System (2010)

Legend:
- Content of course engaged me
- Content of course was up-to-date with current operating environment
- Course increased my awareness of my leadership strengths and weaknesses
- Quality of the leader development received
- Quality of technology resources (e.g., computers, internet) at the course
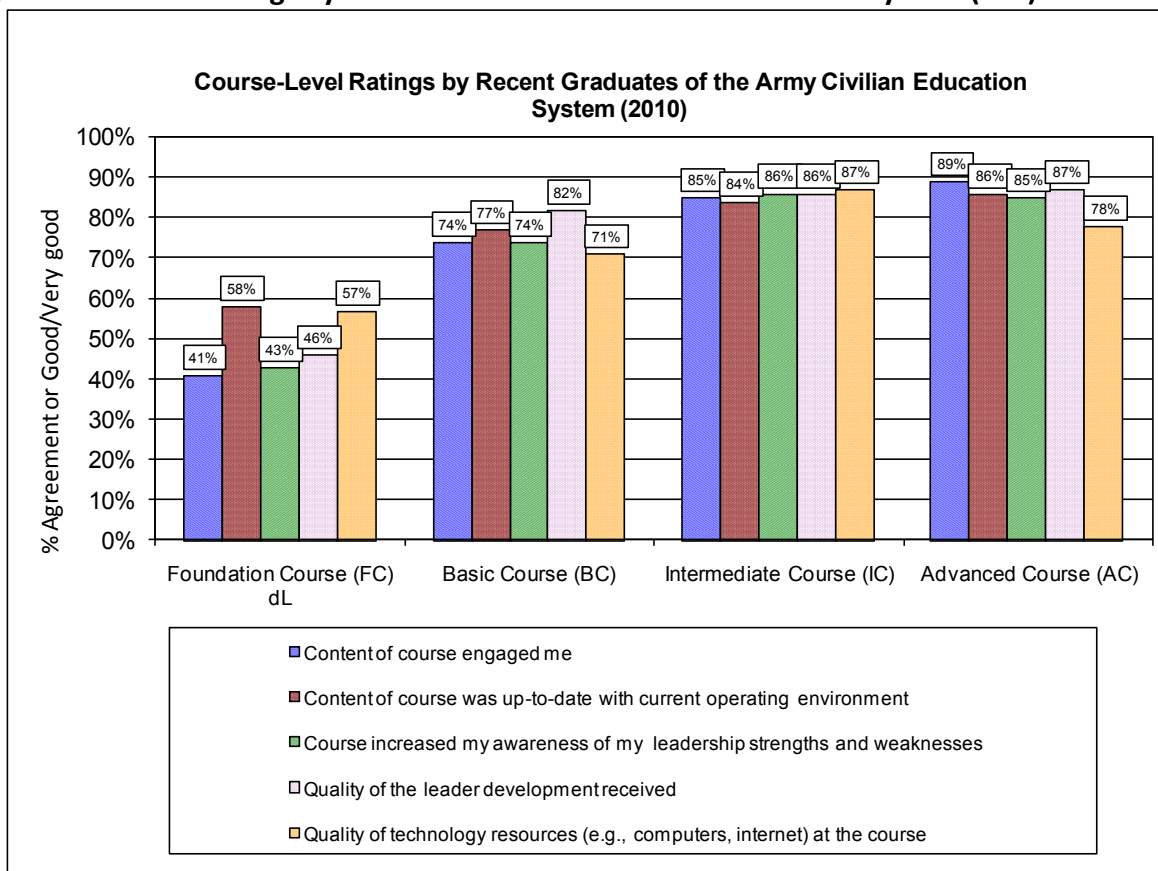
*Sample of participants by course:  FC (n = 152); BC (n = 220); IC (n = 169); AC (n = 111).

The most positive aspect of the Foundation Course is agreement that the content of the course being up-to-date (58% agreement), while the least positive aspect is agreement the course engages students (41% agreement). Notably, less than one-half of recent graduates believe the Foundation Course increased their awareness of their leadership strengths and weaknesses (43%) and rate the quality of the leader development received as good or very good (46%).

### 3.3.2 Instructor Quality

Graduates of CES courses generally rate the quality of the instruction favorably.  Instructors are perceived as being of high quality, providing timely feedback, and providing autonomy by allowing choices and options for course work and activities.  The perceptions of recent graduates (2006-2010) of three CES courses (Basic Course, Intermediate Course, and Advanced Course) are presented in Table 1.  Findings for the CES Foundation Course are not included, as the course is conducted via distributed learning as opposed to a resident/classroom setting.

**Table 1. Percent of Favorable Ratings for CES Course Instructors by Recent Graduates.**

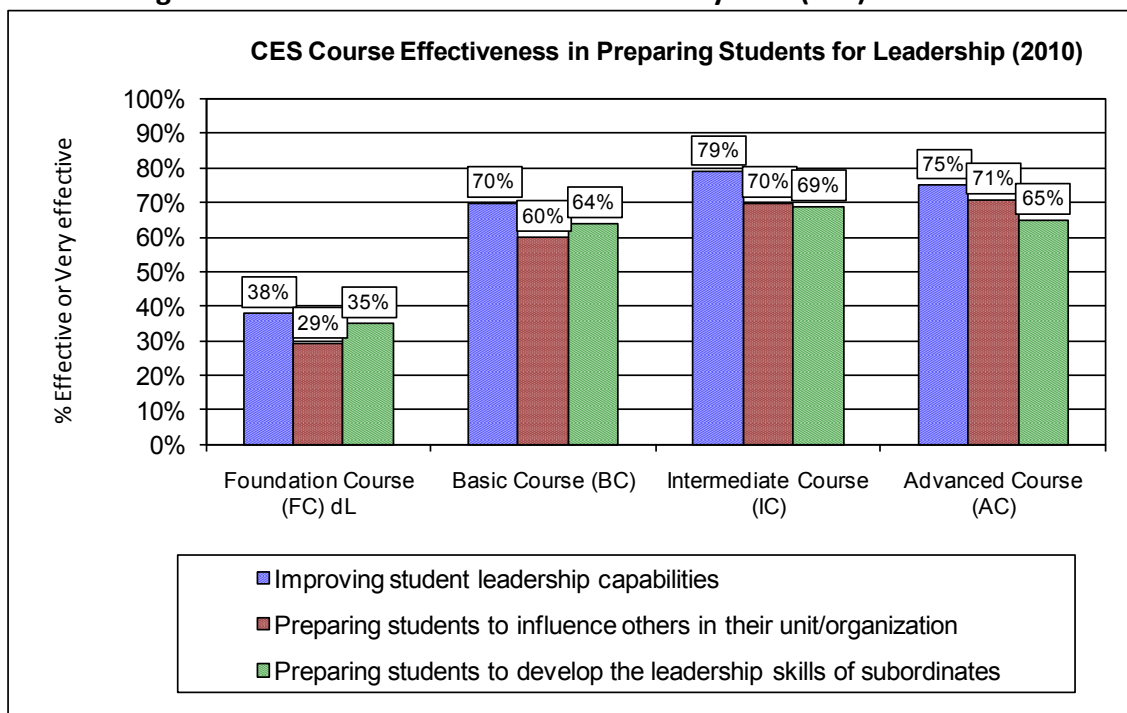|  | Quality of instructors | Instructor provided useful feedback in a timely manner | Instructor provided autonomy by allowing choices and options for coursework and activities |
|---|---|---|---|
| Basic Course (BC) | 89% | 78% | 66% |
| Intermediate Course (IC) | 94% | 92% | 83% |
| Advanced Course (AC) | 87% | 83% | 70% |

### 3.3.3 Course Effectiveness

Army civilian leaders hold mixed perceptions with regard to the timing of their most recent course in their career.  Recent graduates of most courses generally believe that they attended at the appropriate time in their career, though clearly in some instances, a large percentage of graduates believe that they attended the course too late in their career.  Notably, more than half of recent graduates of the Foundation Course believe that they should have completed the course earlier in their career:
- **Foundation Course:**  47% about the right time; 52% late or too late
- **Basic Course:**  56% about the right time; 43% late or too late
- **Intermediate Course:**  65% about the right time; 35% late or too late
- **Advanced Course:**  67% about the right time; 32% late or too late
- No more than 1% of recent graduates believe that they attended a CES course early or way to early in their career.

Figure 13 displays the perceived effectiveness of each of these four courses in preparing students in various areas as rated by recent graduates (2006-2010).  The Basic Course, Intermediate Course, and Advanced Course are strongest in improving the leadership capabilities of students, followed by preparing students to influence others and to develop the leadership skills of their subordinates.  As expected, the Foundation Course lags behind the other courses in all three of these areas.

**Figure 13. Ratings of Effectiveness for Civilian Education System (CES) Courses.**

**CES Course Effectiveness in Preparing Students for Leadership (2010)**

Foundation Course (FC) dL: 38%, 29%, 35%
Basic Course (BC): 70%, 60%, 64%
Intermediate Course (IC): 79%, 70%, 69%
Advanced Course (AC): 75%, 71%, 65%

Y-axis: % Effective or Very effective (0% to 100%)

Legend:
- Improving student leadership capabilities
- Preparing students to influence others in their unit/organization
- Preparing students to develop the leadership skills of subordinates

### 3.3.4 Content Relevance and Applicability

An important outcome of course/school attendance is the relevance of the course content to the operational setting and the learners' ability to transfer the newly acquired knowledge and skills to the job. The perceptions of recent graduates of CES courses (2006-2010) are presented in Table 2.

**Table 2. Percent of Favorable Ratings for CES Course Relevance and Applicability by Recent Graduates.**

|  | Content of course was relevant to the leadership responsibilities I have faced | Student effectiveness in applying what was learned in the course to the job | Unit/organization effectiveness in utilizing or supporting leadership skills learned in the course |
|---|---|---|---|
| **Foundation Course (FC)** | 41% | 49% | 36% |
| **Basic Course (BC)** | 70% | 73% | 55% |
| **Intermediate Course (IC)** | 76% | 78% | 55% |
| **Advanced Course (AC)** | 76% | 84% | 59% |

Findings indicate that a majority of recent graduates of the Basic Course, Intermediate Course, and Advanced Course (70-76%) found the content of their most recent course relevant to leadership responsibilities they faced in their jobs, and, most believe that they are effective in applying what they learned to the job (73-84%).

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Slightly more than half of recent graduates (55-59%) rate their unit or organization as effective in utilizing or supporting the leadership skills learned in the course.  Notably, recent graduates of the Foundation Course much less often rate the course content to be relevant (41%), rate themselves effective in applying what they learned (49%), and perceive their organization as effectively supporting what they learned (36%).

**3.4 Other Methods of Leader Development**

Other methods of leader development also have an impact on civilian leaders.  As reported in 2009, many civilian leaders, like uniformed leaders, view less-formal methods of interpersonal learning as having a large positive impact on their development.  Findings from 2010 include:
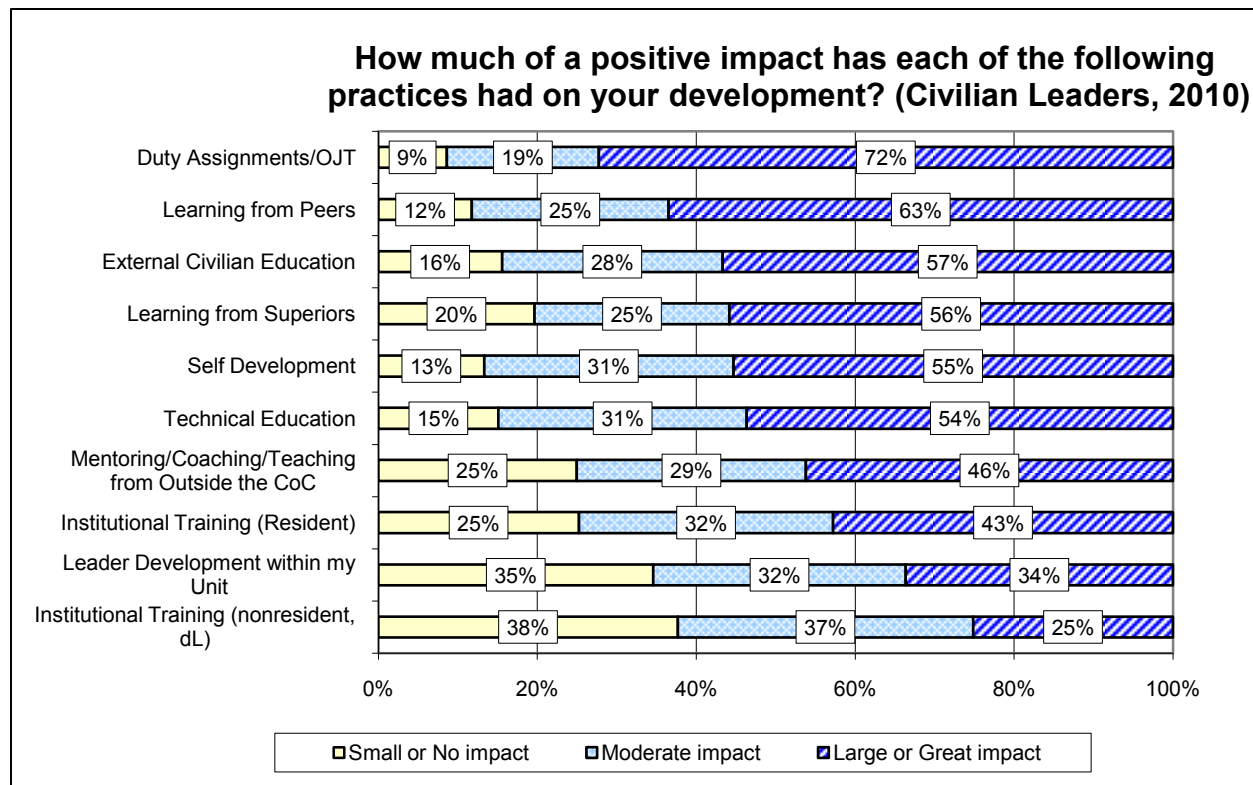- Learning from peers (e.g., observing, collaborating, and receiving feedback)
  - 63% large or great impact; 25% moderate impact; 12% small or no impact
- Learning from superiors (e.g., observing, job shadowing, and receiving feedback)
  - 56% large or great impact; 25% moderate impact; 20% small or no impact
- Mentoring, coaching, or teaching from outside the chain of command
  - 46% large or great impact; 29% moderate impact; 25% small or no impact

Further, more than half of civilian leaders also believe methods of formal instruction have had a large positive impact on their development:
- Technical Education
  - 54% large or great impact; 31% moderate impact; 15% small or no impact
- Civilian Education
  - 57% large or great impact; 28% moderate impact; 16% small or no impact

The relative ranking of various practices and the impact they have had on the development of civilian leaders is presented in Figure 14.  Work experience (duty assignments and on-the-job training) is the practice seen as having the largest impact on civilian development.  Other areas that have a large impact are learning from peers, education in the civilian sector (e.g., college courses), learning from superiors, and self development activities.  Practices seen as having the smallest positive impact on civilian leader development are non-resident or distributed learning courses and leader development within units and organizations.  These findings are largely consistent with those observed in the 2009 CASAL (Riley & Steele, 2010).

**Figure 14. Ratings for the Positive Impact Leader Development Practices have had on Civilian Leader Development.**

**How much of a positive impact has each of the following practices had on your development? (Civilian Leaders, 2010)**

| Practice | Small or No impact | Moderate impact | Large or Great impact |
|---|---|---|---|
| Duty Assignments/OJT | 9% | 19% | 72% |
| Learning from Peers | 12% | 25% | 63% |
| External Civilian Education | 16% | 28% | 57% |
| Learning from Superiors | 20% | 25% | 56% |
| Self Development | 13% | 31% | 55% |
| Technical Education | 15% | 31% | 54% |
| Mentoring/Coaching/Teaching from Outside the CoC | 25% | 29% | 46% |
| Institutional Training (Resident) | 25% | 32% | 43% |
| Leader Development within my Unit | 35% | 32% | 34% |
| Institutional Training (nonresident, dL) | 38% | 37% | 25% |

Ratings by civilian leaders for some of these development practices are similar to ratings by uniformed leaders (Keller-Glaze et al., 2010; Riley et al., 2011) with a few exceptions.  In the 2010 CASAL, ratings for the positive impact of civilian education, technical education, and resident and non-resident courses on development are nearly identical between civilian leaders and uniformed leaders.  However, in comparison to ratings by uniformed leaders, civilian leaders less often rate duty assignments/OJT (-8%), learning from peers (-10%), learning from superiors (-10%), self development (-6%), and mentoring/coaching/teaching from outside the chain of command (-14%) as having a large or great positive impact on their development.

*Multisource Assessment and Feedback (MSAF)*

Army MSAF provides users a validated approach to garnering feedback from subordinates, superiors, and peers, and comparing that feedback to the leader's self-assessments on a variety of leadership behaviors based on the Army Leadership Requirements Model (FM 6-22).  The MSAF program also provides coaching and a virtual improvement center with developmental instructional materials on leadership.  The MSAF Army-360 program is well received by those who participate, and its effectiveness is improved through increased program engagement such as sharing results with others and using the pool of trained coaches.  Roughly one-third (35%) of MSAF participants take full advantage of the program.  Nearly all MSAF participants (98%) report sharing their feedback with at least one other person, and nearly half (48%) discuss their results with an MSAF coach.

This year was the first year that CASAL examined the MSAF Army-360 program in-depth. Eighty-six percent of participants concluded that MSAF had at least a small positive impact on their leadership development (79% moderate impact or greater)
- 52% improvement to self-awareness
- 47% improvement to readiness to learn
- 43% improvement to leadership
- 40% improvement to mission effectiveness

Of those who noted improvement in leadership from MSAF, 42% said that the results lasted more than a year.

***Summary***

Leader development appears to be both favorable in practice and well received by Army civilian leaders. Operational work experience and self development are strong methods of civilian leader development, followed by institutional education. Work experiences such as duty assignments and on-the-job training are viewed as having the greatest positive impact on civilian leader development, while leader development within units and non-resident or distributed learning courses are less often perceived as having a large or positive impact.

The level of support for leader development by Army organizations continues to show room for improvement, a finding applicable to both civilian leaders and uniformed leaders; though at a local level, civilian leaders value the development received from peers and superiors.

Civilian leaders hold moderately positive views of Army institutional education. Most civilians perceive course attendance to be effective in preparing them for new levels of leadership or responsibility, and believe the experience is beneficial to them in ways beyond just meeting educational requirements. However, just over half of civilian leaders believe that they have been provided sufficient opportunity to attend courses, while nearly one-fourth believe that they have not. Those whom have attended courses believe the opportunity has benefited their leadership abilities; those whom have not had sufficient opportunity to attend courses don't see non-attendance as a detriment to their leadership abilities, though some view course attendance as a gate for upward progression.

Civilians generally hold favorable perceptions toward the Civilian Education System (CES), specifically with regard to the quality of the course instructors, the quality of the leader development received, and the relevance of the course to the responsibilities they face in their jobs. The Basic Course, Intermediate Course, and Advanced Course, which are delivered through blended learning, are perceived quite favorable in these areas. However, the Foundation Course (completed via dL) lags behind other CES courses in all areas. A continued area for improvement in the area of civilian education is the effectiveness of units and organizations in utilizing or supporting the leadership skills students learn in the course.

**Conclusion and Recommendations**

Results of the 2010 CASAL confirm findings from the previous year and provide new insights on civilian leadership and leader development.  Prior to the CASAL survey administrations, little systematic study had been conducted with Army civilian leaders regarding their perceptions on the quality of leadership and leader development practices.

Moderate to high levels of leadership quality exist among Army civilians, as evidenced by high frequencies of effective ratings for superiors, peers and subordinate as leaders.  Civilian leader quality appears to be a relatively stable statistic spanning the past decade.  Key strengths of civilian leaders include positive demonstration of the core leader competencies *Gets Results*, *Prepares Self* and *Leads Others*, and the leader attributes *Technical Knowledge*, the *Army Values*, and *Empathy*.  *Develops Others* continues to be the greatest leadership developmental need for Army civilian and uniformed leaders alike.  Army civilians report positive ethical leadership in their organizations and rate their immediate superiors favorably in both demonstrating ethical behavior and enforcing ethical standards.

Civilian leaders hold the highest trust in their superiors and less trust in subordinates and peers in terms of disclosure, or the sharing of personal information and feelings.  Levels of reliance trust, or the degree to which civilian leaders trust their superiors to handle issues important to their professional well-being, are moderately strong and consistent with findings of other recent surveys (Civilian Personnel Evaluation Agency, 2011).

Career satisfaction among Army civilian leaders continues to be high, as do levels of affective commitment.  One-fourth to one-third of civilian leaders is eligible to retire, but still remain with the organization.  More than one-third of civilian leaders most aspire to attain a higher level of leadership or responsibility, while nearly one-fourth strive to become a leading expert in their field.

Civilian leaders believe that they are well suited for the challenges of their jobs, and are generally satisfied with the freedom or latitude provided to perform the work and the amount of performance feedback.  However, the level of information flow, particularly on decisions that affect work responsibilities, continues to be an area for improvement.  Another area of concern first observed in the 2009 CASAL is the perceived severity of stress from a high workload.  Current data indicate civilian leader perceptions have not changed, and the perceived severity of stress is negatively related to employee morale and career satisfaction.

- **Recommendation:  Prepare Managers and Supervisors to Address Stress caused by High Workload.**  Nearly one-third of civilian leaders (30%) perceive stress from high workload to be a serious problem.  One way to address this issue at the individual level is by preparing civilian supervisors and managers to help their subordinates cope with intense workloads and the resulting stress.  Managers and supervisors should be trained to identify stressors in the workplace and to engage their subordinates in meaningful, caring discussions about their capacity for work and its effects on them.  Training should also address how to assess the distribution of work and how to balance workloads to mitigate any adverse factors that are within their control.

The three Army leader development domains positively grow civilian leaders, though are not perceived to be equally effective in doing so; work experience and self development are most often viewed as effective in preparing civilian leaders for new leadership and responsibility, followed by institutional education.  Less than half of civilian leaders report that their organization places a high priority on leader development; these perceptions show a decline over the past year and are consistent with perceptions of uniformed leaders.  This finding is important, as *Develops Others* has consistently been identified as the lowest rated core leader competency for both civilian and uniformed leaders.

- **Recommendation:  Increase Focus on Civilian Leader Development.**  As the priority and effectiveness of subordinate leader development remain below an optimal level, greater focus should be placed on fostering a climate for development and improving developmental relationships between superiors and subordinates.  One method to foster a developmental climate is through top down promotion of an organizational priority for leader development in Army organizations, whereby senior leaders integrate leader development into their vision for the organization and as part of their measure of success (Stam, Knippenberg, & Wisse, 2010).  Effort is necessary in order to address weaknesses early on that will eventually become magnified during stressful times and budget or personnel cuts. Leaders must go beyond developing their subordinates and show them that they are being developed.  Once leaders *exemplify* an attitude which exalts subordinate development, they can then use *self-promotion* (demonstrating competence and sharing accomplishments) to communicate with their subordinates in briefings, trainings, and during counseling the different developmental opportunities that are being provided to their subordinates.

Though generally positive, certain aspects of civilian institutional education show room for improvement.  For some courses (e.g., Foundation Course), large percentages of recent graduates believe that they should have attended the course earlier in their career.  CASAL findings also provide several new insights and confirm that several CES courses are viewed as effective in developing civilian leadership skills and abilities (e.g., Basic Course, Intermediate Course, and Advanced Course).  However, aspects of the Foundation Course (offered via distributed learning) are less often viewed favorably by recent graduates, and the course is not perceived as effective in preparing graduates for leadership. Results indicate several areas for improvement for the Foundation Course (FC).

- **Recommendation:  Reevaluate the content and course objectives of the Foundation Course (FC).**  Army Regulation AR 350-1 defines the objectives of the Foundation Course as: raise civilian understanding of Army leadership doctrine; increase self-awareness as it relates to their profession; understand team building, group dynamics, and effective communication; assess individual values and how they relate to professional ethics; understand how to manage professional advancement and leverage career potential; and complete administrative requirements expected of Army civilians.  Ratings by recent graduates suggest <u>the course is falling short in numerous areas.</u>  Civilian ratings for the FC do not meet a two-thirds favorable threshold in any areas assessed by CASAL, most notably: course increased my awareness of my leadership strengths and weaknesses (43% agreement); the quality of the leader development received (46% good/very good); content of course engaged me (41% agreement); effectiveness of the course in improving student leadership capabilities (38% effective/very effective).  Although data were not collected with regard to FC, a recurring theme in the performance ratings is the need to improve communication and related skills.

- **Recommendation:  Reevaluate the Timing of CES Courses; Implement a Mechanism to Ensure Civilian Completion.**  Many recent graduates of CES courses believe that they attended the course too late in their career.  AR 350-1 states that the Foundation Course (FC) is required of all interns, team leaders, supervisors and managers hired after 30 September 2006 and must be completed within the first year of employment.  Additionally, the FC is available to all Army civilians as a self development tool.  Fifty-two percent of recent FC graduates indicate they completed the course too late in their career.  Changing the requirement for FC course completion to the first six months of employment may address the concerns of many that the course would have been valuable earlier in their career.  This should be followed by implementation of a mechanism to ensure accountability that course completion is happening in a timely manner.  Other CES courses have specific criteria for civilian attendance. These courses too should be reevaluated with regard to the timing in civilians' careers, as many civilians believe that they attended too late (Basic Course- 43%; Intermediate Course- 35%; Advanced Course – 32%).

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8/16/2011

REPLY TO
ATTENTION OF:

Dr. John Steele, Studies Team Leader
Center for Army Leadership, LRADD
913-758-3240   DSN 585-3240

Information Security and Database Maintenance,

Please change the distribution limitation on this year's technical reports of: ADB371012, ADB371013, ADB371439, and ADA545383 to public release unlimited distribution. Also, please change previous technical reports: ADA541315, ADB362459, and ADB362885 to public release unlimited distribution.

This year's reports have now been examined by the Chief of Staff of the Army, have been picked up by national (e.g., *Washington Post*) and Army (e.g., *Army News*, *Army Times*, and *Military Review*) press, have been actively disseminated by the Army research community, and are available on the Combined Arms Center (CAC) repository at: http://usacac.army.mil/CAC2/digitalpublications.asp in the "Current CASAL Reports" section.

Some of the content of last year's reports have been added into this year's reports, and they have also been examined by the Chief of Staff of the Army, and have been widely disseminated.

The purpose for changing the distribution statement is to ensure the widest dissemination and to make this database consistent with our online repository. Future submissions from us to DTIC will carry the public release unlimited distribution statement

Thank you,

Dr. John Steele, Studies Team Leader
Center for Army Leadership, Leadership Research Assessment Doctrine Division
DTIC ID: SteeleJ5436

ADB371012—July 2011  Title: 2010 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Volume 1, Executive Summary

ADB371013—July 2011  Title: 2010 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Volume 2, Main Findings

ADB371439—July 2011  Title: 2010 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Army Civilians

ADA545383—July 2011  Title: Antecedents and consequences of toxic leadership in the U.S. Army: A two year review and recommended solutions

ADA541315—May 2011  Title: 2010 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Army Education

ADB362459—April 2010  Title: 2009 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Main Findings

ADB362885—April 2010  Title: 2009 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Army Education